

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 121.†

L₂

(September to December, 1931.
January to March, 1932, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLETT.)

FORM II (A and B).

PUPILS' NAMES

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *I. Samuel*, chapters 21-24; *II. Samuel*, 1-5, 8, 11 and 12; *I. Kings*, 3-11, inclusive (see Paterson Smyth).

II. *St. Mark's Gospel*, chapters 1-9 (verse 8), inclusive.

Teacher study Dr. Paterson Smyth's *Prophets and Kings* (Sampson Low, 2/6), lessons 5-8, inclusive (omitting questions), in order to bring the passages home to the children. Commentary on *St. Mark*, by Bishop Waltham How (S.P.C.K., 9d.), may also be used.

Optional: *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 2/6). *S.P.C.K. Bible Atlas* (1/-).

The following books will be found useful for teacher's own study: *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*). *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). *The Accuracy of the Old Testament*, by J. G. Garrow Duncan, B.D. (S.P.C.K., 6/-). *Peloubet's Bible Dictionary* (R.T.S., 10/6). *Helps to the Study of the Bible* (Oxford Press, 3/6).

For private daily Bible reading children may use: *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (P.N.E.U. Office, 1/6), or, *Lectioes* (Spottiswoode, 1d., 1931). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6; or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-). *Two Minute Bible Readings*: for use in Opening School (S.C.M., 3/-).

† The 121st term of work set since the Parents' Union School began.

Sunday Reading (optional):

- A & B *Stories from The Faerie Queene*, by M. Macleod (Wells Gardner, 7/6). *The Romance of the Bible*, by Gertrude Hollis (Wells Gardner, 5/-), pp. 149-232.
- A *Barbrooke Grubb of Paraguay*, by C. T. Bedford, B.A. (Seeley Service, 1/-).
- B *Paths of Peace*, Book IV., by H. Bellis (Oxford Press, 1/4), pp. 11-95.

Sunday Occupations:

The Book of Centuries, see under General History.

Choose and inscribe mottoes and texts, using Bridges, cards 1, 2, 3. Make Christmas cards.

Writing.

- A & B *A New Handwriting** (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): choose letters from cards 3 (small letters) and 10 (capitals). Transcribe, with cards 7, 8 or 9 as models, some of your favourite passages from Shakespeare's *Midsummer Night's Dream*, or from the poetry books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (including written or oral narration daily after each lesson).

- A (a) Stories, (b) verses, in the metres of poems read, from work set in History and Reading. Letters of invitation and acceptance.
- B Stories from the term's reading. Children in B who cannot write easily may narrate part.

Children are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

English Grammar (see N.B. 4.)

Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.

- A (2nd year). *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 11-27, with *Exercises in English Grammar*,* by R. B. Morgan (Murray, 1/9), pp. 1-19, or continue.

- A & B *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6), pp. 68-89, inclusive, or continue.

English History.

- A *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 326-393 (1547-1587). Make summaries of events and dates and continue a History chart of the 16th Century.

- B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages** (Blackwell, 2/6), pp. 1-66 (1066-1154), or, work with II.A. in Arnold Forster.

- A & B Take the Home and Classroom section of *The Times*; order direct from *The Times* Office (6/- a year).

- A Teacher will find useful Quennell's *History of Every-day Things*, Part IV. (16th Century), (Batsford, 3/-). See also *History Charts* (P.N.E.U. Office, 6d.).

French History.

- A First History of France*,* by L. Creighton (Longmans, 5/-), (A), pp. 158-176 (1547-1584); (B), pp. 2-46 (55 B.C.-1180).

General History.

- A *Ancient Egypt*,* by D. A. Mackenzie (Blackie, 1/3), pp. 1-41. Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.).

Put in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. See British Museum Postcards: catalogue from the Museum.

Citizenship.

- A Suitable stories from North's *Plutarch's Lives: Pompey** (Blackie, 10d.), pp. 1-64. *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 13-47, inclusive.
- B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 1-61. [For 9-50 — 10-20 on Friday, see also books under Reading.]

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside Geography Books) to be answered from map *before each lesson*; then reading and narration; memory sketch maps. Ten minutes' exercise on map of the world every week. Know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* 1929 edition (7/6).

- A (1) *The Counties of England, Ambleside Geography Book III*,* (Kegan Paul, 4/-), pp. 254-276, with Philip's supplementary maps for Somerset* and Dorset* (4d. each); or, alternative work for one year, *The British Isles** (Cambridge Press, 3/6), pp. 83-143.

- (2) *Round the Empire*,* by Sir George Parkin (Cassell, 2/6), pp. 214-244, for map study.

- (3) Hakluyt's *English Voyages** (Horace Marshall, 3/-), pp. 145-190, or, *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 1-34.

- B (1) *Ambleside Geography Book II*,* (Kegan Paul, 1926 edition, 3/-), pp. 116-141, or work with A above.
- (2) *Round the Empire*,* as in A above.

Natural History,¹ etc.

- A & B *Life and Her Children** (last edition), by Arabella Buckley (Macmillan, 6/-), pp. 66-102.
The Sciences,* by E. S. Holden (Ginn & Co., 3/9, revised edition), pp. 148-182, or, (2nd year in II.A only), *The Mysterious Ocean of Æther*,* by C. R. Gibson (Blackie, 1/3), pp. 40-73.

Children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may also be used.

Keep a Nature Note Book* (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.). Make special outdoor studies according to the season and climate, with drawings and notes, e.g., seeds and fruits; toadstools, etc.

See *Nature Rambles*, Vols. III., *Summer to Autumn* (for the holidays), and IV., *Autumn to Winter*, by E. Step, F.L.S. (Warne, 2/6 each); *S.N.S.U. Leaflets*, Nos. 7 and 20 (seeds and ~~toadstools~~ *fruits, 2nd each*).

Picture Study.

- A & B Reproductions of six pictures by Jan Steen* (P.N.E.U. Office, 2/-).

See notes for teacher's use only in the September *Parents' Review*, also *Home Education*, pp. 307-311.

French 2 (see N.B. 4).

- A *French for Young Beginners*,* by Marc Ceppi (Bell, 2/-), lessons 7-12, with pp. 115-117 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script). *Le Savetier des Fées** (Blackie, 6d.), for narration (Beginners do II.B work).
 B *Le Français par les Images** (Dent, 1/4), Lessons 8-14, with corresponding exercises and vocabularies.
 A & B Learn a poem from *Recueil de Poèmes*,* Vol. I., by J. Molny (Blackie, 6d.).

New French Picture Cards, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), for extra practice.

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/6 each, not stocked at the P.N.E.U. Office).

Latin (see N.B. 4).

- A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. G. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 22-42.
 2nd year, *Gradatim*,* by H. R. Heatley and H. N. Kingdon (Longmans, 2/-), pp. 17-25, or, continue in *A Latin Book for Beginners*.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

Arithmetic (see N.B. 4).

Much care with tables and rapid mental work.

Dr. Ballard's *Fundamental Arithmetic* Books II. and III. with *Teacher's Books*. Also Alfred Wisdom's *Arithmetical Dictation* for rapid mental work.

- A (3rd Term), *Fundamental Arithmetic*, Book III.* (U.L.P., Pupils' 1/-), pp. 22-40 (Teacher's Book 2/3). *Arithmetical Dictation*, Book III. (U.L.P., 1/-), Exs. 135-150; or, continue.
 B (3rd Term), *Fundamental Arithmetic*, Book II.* (U.L.P., 10d.), pp. 33-49 (Teacher's Book, 2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 92-106, or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Geometry (2nd year in II.A). (See N.B. 4.)

- A *A Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 30-42, or continue.
The School Set of Mathematical Instruments (P.N.E.U. Office, 1/- or 2/-).

or Algebra (2nd year in II.A). (See N.B. 4.)

- A *Exercises in Algebra for Beginners*,* by W. S. Beard (Bell, 10d.), pp. 14 (Ex. 25) -21, or continue.

Drawing.

Wild fruits in brushdrawing. Studies of autumn colouring. Design and make Christmas cards and calendars. Original brushdrawings from scenes in books set for reading. Memory drawings.

Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6); work should be done with brush and in colour; pencil should not be much used.

Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Teacher may consult: *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6), *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Recitations.

- A & B (a) Two suitable passages of about twelve verses each from work set in *I. Samuel*, and *St. Mark*, (b) Psalm 67, (c) a hymn, and (d) one of the following: a scene from the Shakespeare play, or fifty lines from Macaulay's *The Armada*, or, from Tennyson's *A Ballad of the Fleet* (see *Lyra Heroica*).
Historical Lyrics and Ballads, Book II.* (Blackie, 1/-); *Lyra Heroica* (Macmillan, 3/6). *Laurel and Gold* anthology (Collins, 1/-).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading.

Shakespeare's *Midsummer Night's Dream** (Blackie: Plaintext Edition, 6d.). Scott's *Kenilworth** (Nelson, 1/3). Kipling's *Rewards and Fairies** (Macmillan, 4/-).

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 68-97. *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 218-258.

B *The Heroes of Asgard*, by A. & E. Keary (Macmillan, 3/6), pp. 41-108. *Bemol and Kusum* (of Bengal), by H. E. Wyman (Harrap, 2/-).

Music Appreciation.

The work of Schumann: see (a), article, and (b), the records suggested under *Our Work*, in August *Parents' Review*.

Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

(a) *Ear Training*, by M. Chamberlain (Novello, 6/-); see Introduction for amount of work each term.

(b) Continue *Child Pianist* (Curwen & Son, from 3/- a volume); teacher using the *Teacher's Guide* (revised edition, 7/6).

An Introduction to Music, by H. E. Piggott (Dent, 3/6), will be found useful for theory.

Singing.

(a) Three English, and three French, songs or carols.

The Clarendon Song Books: Book II. (Oxford Press, 2/6 or 3/-; words and voice part only 6d. or 8d.). *Folk Songs of France*, Book I. (Novello, 2/-). *The English Carol Book*, Series I. or II. (Mowbrays, 2/6 each; words only, complete, 3d.).

(b) Sight-singing and Ear-training.

A *Ten Minutes' Lessons in Sight-Singing*, lessons 53-55 (Curwen, 3/-). Teacher use also *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 22-25 (Curwen & Son, 2/6). Exercises for Pupils (9d. a set).

B *Ear Training*, by M. Chamberlain (Novello, 6/-).

Drill, etc.

Daily drill, dancing, games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-).

(b) Dancing: *Scandinavian Dances*, Series II. and III. (Ling Association, 11d.). *The English Country Dance Graded Series*, by Cecil Sharp, Vols. I.-III. (Novello, 3/6 each): description and tunes of 6 dances in each volume.

(c) Games: *Recreational Games*, by E. N. Herbert (Philip, 3/-). Longball; Netball: *Hints on Coaching Netball*, by D. Stempel (Ling Association, 1/6).

Work: Crafts, etc.

(a) Help in house or garden.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(b) Carton modelling, etc.: make four models.

Paper Cutting and Modelling, by J. E. Tolson (Pitman, 4/-). Omit correlated schemes. Materials from Philip & Tacey, Ltd., 69 High Street, Fulham, London, S.W. 6.

Passepartout Framing (Dryad Leaflet, No. 28, 4d.).

(c) Needlework:

Pattern Making and Cutting Out, by Mrs. E. Griffith (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may also be used for stitches, etc. Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used.

(d) Cooking: recipes may be chosen from *The Nursery Cookery Book*, by K. Jameson (Warne, 3/6).

Make Christmas presents.

Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C. 1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—*Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form II. lasts for three years (ages 9-12), one year in II.B. In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. In II.A the work lasts two years, but there is a full three years' work in books set for both A and B.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-. *Parents and Children*, 5/-. (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked #, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and (in II.A) a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 9 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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FORM II., (A & B).

PUPILS' NAMES.....

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Bible Lessons.

- I. A & B 1. What do we know about David's coronation?
Describe how he took his capital city.
2. " And God said : ' Ask what I shall give thee.' " What
did Solomon ask and what was the reply ?
A 3. What was David's sin ? Describe the visit of Nathan
and David's penitence.
- II. A & B 1. Describe the Baptism of our Lord.
2. (a), " I will, be thou clean " ; (b), " My little daughter
lieth at the point of death " ; (c), " Peace, be still " ;
(d), " Give ye them to eat." Choose **two** quotations,
and say when the words were used. Tell the whole
story in one case.
- A 3. " The Sabbath was made for man, not man for the
Sabbath." When did our Lord use these words ?
Tell the whole story.

Writing. (Writing is also considered in each answer.)

- A Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

- A *Ancient Egypt*, p. 11, " Higher and higher . . . from
the river."
Stories from the History of Rome, p. 58, " The soldiers
. . . led to battle."

Composition.

1. Write, in prose or verse, upon **one** of the following:—
(a), Puck, (b), Loki, (c), Cupid and Psyche, (d), The opening of Parliament, (e), "Winged Seeds."
2. Write, as for acting, your favourite scene from (a), Shakespeare's *A Midsummer Night's Dream*, or, (b), *Kenilworth*.

English Grammar.

- A 1. Analyse, parsing the words in italics,—
"Sometimes, on lonely mountain-meres
I find a magic bark;
I leap on board: no helmsman steers:
I float till all is dark."
2. What is a transitive verb? Make sentences containing the following verbs, and say whether each is transitive or intransitive:—stir, shine, vote, play, skate, knit.
 3. Use the following words in sentences as (a), nouns, (b), verbs:—ring, shout, lecture, pay, call, rush.
- B 1. Pick out subjects, predicates and objects in A 1 above, and say what part of speech each word is in the first two lines.
2. Make up three sentences for each of the following,—
(a), adverbs helping verbs, (b), adverbs helping adjectives.

English History.

- A 1. What do you know of (a), Lady Jane Grey, or, (b), Mary Queen of Scots?
2. Write a short account of Queen Elizabeth as she was when she came to the throne.
 3. Describe (a), how Philip prepared a great Armada, and (b), how the Armada failed.
- B 1. What do you know of "the deeds and character of the Normans and of William the Conqueror"?
2. Describe (a), the way in which people lived in the Middle Ages, or, (b), the life of the monks in Fountains Abbey.

French History.

- A 1. Write a short account of **two** of the following,—(a), the abdication of Charles V., (b), the Huguenots, (c), the Conference of Poissy, (d), Coligny.
- B 1. What do you know of **one** of the following?—(a), Clovis, (b), Charles the Great, (c), the First Crusade.

General History.

- A 1. Describe the wonders of the seasons in the land of the Pharaohs.
2. What do you know of the building of the Pyramids?

Citizenship.

- A 1. Tell two stories showing why the people "worshipped Pompey."
- or, 1. Describe the occasions referred to in the following quotations,—(a), "Pompey required the honour of triumph." (b), "Pompey came to pray that he might be dispensed with for going to the wars."
2. What do we mean when we say that in England "the country governs itself"?
- B 1. Tell (a), the story of the treachery of Titus and Tiberius, or, (b), how Caius Marcius Coriolanus earned his name.

Geography.

- A 1. Give a sketch map of Somerset, putting in the boundaries, rivers and towns. Describe (a), the Somerset Levels, (b), the Mendips.
- or, 1. Give a sketch map of the Clyde, putting in the principal towns in its basin. Describe (a), upper Clydesdale, (b), the inner Hebrides.
2. Where would you find the following places on the map? Burma, Singapore, Mauritius, New Guinea, the Seychelles. Say what you can about **two** of them.
 3. (a), Describe the "notable service performed by Sir Francis Drake at Cadiz," or, (b), show how Prince Henry the Navigator got his name.
- B 1. Draw a sketch map of India, putting in the boundaries, two rivers, four cities, two mountain ranges. Describe a journey in Persia.
- or, A 1 above.
2. See A 2 above.

Natural History.

- A 1. Explain, with a diagram, how the sea-urchin lives and moves and grows. How do we know that he is a near relation of the starfish?
2. What do you know of the cause of (a), a rainbow, (b), wind? Diagrams.
- or, (2nd year). 2. Tell what you know about the discovery of invisible light waves in the æther.
3. Make notes with drawings on seeds and fruits you have seen this term.
- B 1. What do you know about a common starfish and the way he walks?
2. What do you know about the cause of (a), fog and clouds, (b), rain, (c), sleet?
 3. See A 3 above.

Picture Study.

- A & B Describe "The Parrot's Cage," by Jan Steen.

French.

- A 1. Tell all you can in French about (a), the picture on page 27 (*French for Young Beginners*), or, (b), your own cat.
2. Make sentences with the following verbs, and then turn them into the plural,—*je dors, tu ouvres, il sort, je vais, tu viens, il fait*.
- B 1. Make six sentences about the pictures (A) on page 37, (*Le Français par les Images*).
2. Make short sentences with each of the following nouns, and then turn them into the form of a question,—*La souris, les ciseaux, l'oncle Emile, le loup*.

Latin.

(First Year.)

- A 1. Write the Latin Cardinal numbers from 10 to 15, and the Ordinals from 1st to 9th.
2. Translate: (1) The sailor used to see many monkeys. (2) The goat could hear sounds. (3) We understand the language of one barbarian. (4) They say that the cottage is small.
3. (a), Translate: *Latin Book for Beginners*, § 30, (b), 2nd paragraph, "*Olim . . . amici*." (b), Read again the Latin of this, then write a narration in Latin.

(Second Year. *Gradatim*.)

1. Decline "*urbs dives*," singular only; and "*equites audaces*," plural only.
2. Translate: (1) The fisherman caught Johnny, whom he saw in the lake. (2) Many of the citizens are shutting their shops without delay. (3) The miserable dog will bite the hand of cruel Frederick.
3. (a), Translate *Gradatim*, § 28. (b), Read the Latin again, then write a narration in Latin.

Arithmetic.

- A 1. Find by factors the least length of string from which pieces 10 in., 12 in., 15 in., or 18 in. long can be cut without any remaining.
2. A grocer sold $\frac{3}{8}$ of a cheese and then $\frac{5}{16}$. What part was left?
3. How many packets each containing $6\frac{1}{2}$ oz. can be made from 2 lb. $13\frac{1}{2}$ oz.?
- B 1. A lorry removes 7 tons 1 cwt. of earth in 12 journeys. How much does it remove each time?
2. A picture is 3 ft. long and 1 ft. 6 in. wide. How much will it cost to frame if a foot of framing costs $\frac{1}{5}$?
3. A book contains 120 pages. If $\frac{1}{4}$ of the book was read on one day and $\frac{1}{2}$ of it on another, how many pages remained unread?

Geometry.

- A 1. Draw a line AB 4 cm. long. Show how to draw two triangles, ABC and ABD, one on each side of AB, so that AC=AD=3 cm., and BC=BD=3.5 cm.
2. Draw a plan of the walk of a man who goes 1 mile N., then 1 mile N.W., then 1 mile E., and then 1 mile S.E. Mark the angles he turns through at the various corners.

or Algebra.

- A 1. Solve the following equations:
(i.) $2x + (x - 6) = 12$.
(ii.) $20x - 11 - 5x = 17 + 6x - 1$.
2. If 8 is subtracted from a certain number multiplied by 3 the result is 22. Find the number.

Drawing (with brush and in colour.)

1. An original illustration (with a title) for (a), a scene from *A Midsummer Night's Dream*, or, (b), a Christmas carol.
2. Some wild fruits.

Music Appreciation.

What music by Schumann have you heard this term? Say what you can about one of his compositions.

Recitations.*

Father to choose two passages from the Bible Lessons, a hymn, a poem, or, a scene from *A Midsummer Night's Dream*.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 7th. Papers to be posted on December 12th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, *i.e.*, children who do not write easily must write at least *one* answer in each subject (the rest being dictated); (b) The Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of any two of the three terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.